# Au revoir, Mrs. Hart

by Tina Goldberg

French teacher Mrs. Hart retired at the end of the semester, after serving for more than thirty years as a teacher.

Mrs. Hart came to El Cerrito High from Portola Jr. High in 1970. At El Cerrito High, which Hart describes as "the best school in the district," she predominantly taught advanced French classes.

Students will miss Mrs. Hart. As one fourth year student noted, "Mrs. Hart has a way of teaching that takes away the burden of learning a foreign language and instead makes the learning fun. She takes the time out to personalize your being in class."

Besides serving as a teacher, Mrs. Hart has been involved in the American Institute for Foreign Studies. Through AIFS, she has led student groups to Europe each summer, as well as motivating other teachers to lead groups.

A student who has been on the trip remarked that Mrs. Hart "was always very energetic and enthusiastic. She was able to keep the students that went on the trip to France with her in line. That was not an easy task; I have to respect her for that."

Although now retired, Mrs. Hart will continue to lead AIFS trips. She also encourages students to continue learning French.
"Bread...champagne...fashion...the best things in life are French," she concluded.

Mrs. Cara and Mrs. Berman will be taking Mrs. Hart's classes. Another Spanish teacher will be hired to take on the classes that the two French teachers will be giving up.


# EL CABALLERO

EL CERRITO HIGH SCHOOL

VOLUME LXVIII NUMBER 6. FEBRUARY 3


# SA, SENIOR OFFICES FILLED

by Kari Ann Chew

The results of the spring elections have been tabulated and the new officers are already planning new activities. The Student Association officers are president Hilary Sorter, vice-president Tricia Ball, secretary Elissa Greene, commisioner of finances Aaron Isom, and commisioner of men's athletics John Walker. For the senior class, Kurt Yoshi was elected president, Carrie Monroe vice-president, and Liz Benazra secretary.

"I'm looking forward to being SA president," states newly elected Sortor. I ran because "I wanted to make the school better. I wanted to change things." One thing she wants to change is the school constitution, which she feels is outdated. The new president, in trying to promote school spirit, plans on having a student-teacher day in which students teach their teachers and an exchange day where students from our school go to another and vice versa.

The new senior officers are already busy in trying to finalize the plans for the senior ball, senior banquet, grad night, and walk out. "We have a cool class," states Benazra," but we need better turnouts to make our activities more successful."

Forensics competitors Linda Jorgensen (L) and Keira Chism relax during a sucessful tournament.

# EC gets strange gift

El Cerrito's Music Department was the beneficiary of a rather unique gift recently. A musical instrument was donated with the stipulation that it never be used by a first chair player.

The Conn trumpet, which has one dead valve, was a gift from Richard Gentry. He had found it in his mother's attic where it had been gathering dust over the years.

Gentry graduated from ECHS in 1975. He was known for his Cross-Country exploits rather than his musicianship. Thus, when presenting the trumpet to music director Mr. Yonemura, he made the demand that the horn never to be used by a first chair horn player.

Counselor Mr. Becker remarked, "Not to worry, Rich. Your trumpet will always play second fiddle."

Mr. Yonemura, on a more serious note, added, "Students with idle instruments at home are encouraged to donate them to the school... with or without strings attached."

# EC speakers place high

by Patchen Markell

Members of EC's forensics team receieved awards at two recent tournaments held at local schools, maintaining the squad's record of good performanmces this year.

The first tournament, held exclusively for debaters, was hosted by Santa Rosa the two intermediate division debate teams of Dmitri Mehlhorn and Neil Gross and Jennifer Wong and Leslie Soo both won all three of their debates, qualifying them to compete in the advanced division at the next tournament.

At the same tournament, advanced division debaters Sarah Armstrong and Patchen Markell won three of their four debates, which guarantees them a place at the State Qualifying tournament to be held in the spring.

CONTINUED NEXT COLUMN

The second tournament was held at Kennedy on January 18, exclusively for Individual Events competitors. EC also did well there, with a total of seven competitors advancing to the final round.

In Junior Varsity competition, Barbara Johnston took first place in Humorous Interpretation, and Cathy Li placed fifth in Oratory.

In Varsity competition, sisters Carol and Michelle Tang both competed in the final round of Expository Speaking, with the older sister, Carol, taking second place and Michelle receiving fifth.

Patchen Markell received a third place award for Impromptu Speaking, and Linda Jorgensen placed fifth in Original Advocacy.

Last, but certainly not least, Keira Chism barely missed third place, dropping to fourth on a tiebreaker.

# SPECIAL LITERARY SECTION



# What is Tofu?

by Dillon Auyoung

What is tofu? Is it natural or unnatural? Is it animal, vegetable, or mutated jello? Or is it some artfully produced, man-made contrivance injected with numerous nutrients and gobbled up by health food nuts? Maybe.

Being Asian, I will endeavor to explain this strange delicacy. Or as it is also called bean curd, although at times, it is referred to as having similar qualities of taste as a wet book. So donning my Geraldo Rivera hat, I ventured to my local supermarket and obtained a sample of this product. While lying unconscious in a comatose state, waiting for it to cook, I smelled a strong smoky cloud floating into my room. To my dismay, I found that my individual experiment had ended in a few undigestable pieces of charred material. Not giving up, I called "Wang Lung's Stay and Eat Some Here or Take It Out and Go." Around town, this restaurant was just called the "House of Wang," but its real Chinese name was Suk Fat. Not having my appetite deterred, I ordered the pickled green cabbage seaweed tofu special, lightly marinated in essence of baboon and slowly sauteed in dragon's teeth seawater. Fortunately, tofu can and does come in many forms.

Tofu is sold in plastic containers at supermarkets. It comes in two forms--a smooth form and a more uneven surfaced one. I prefer the smooth one because I can swallow it without chewing and it glides down without any significant loss in viscosity. The smooth one is also good to dip in soy sauce, although this process of seasoning may be crude to some for it may leave unseasoned spots, and hence, make the bland and slippery texture of it more apparent. Smooth tofu, in addition to its ability to be served as an appetizer, is also AC/DC. It can also be served as dessert. In its virgin form from the container and with regular syrup on it, smooth tofu is suitable to be served as an afterdish. In addition to tofu being eaten, there are stories that if you smear this smooth bean curd on your face, you will obtain eternal youth and longevity. I did not test this story, although the efficacy of smooth tofu as a skin revitalizer is at best doubtful. I might delve into its medicinal properties at a later date. Who knows? There may be a market for tofu-based make-up and soap. Tofu might even replace aloe vera skin cream.

The versatility of smooth tofu does not in any way suggest that its uneven surfaced counterpart is inferior. Rather, it may and probably is the one which restaurants stock because it is good for frying. You may recall a night when Mom was tired or just didn't want to cook, and you found yourself and the others in your family stranded on an island in a sea of despair as to where you were going to obtain alternative means of restenance, and then suddenly, one of you immediately had the brilliant idea of going out for Chinese food. Well then you may recall off-white cubes amidst your plate of broccoli, bamboo shoots, mushrooms, and roasted eel. Those cubes were descended from direct lineage from processing plants, as the uneven surfaced tofu that people have come to know and love. But there is one more variation of tofu that has not yet been mentioned. This variation is the next generation of bean curd-- pink tofu (or in any other color you desire).

Pink tofu is the ultimate extension of the current trend in technicolor gaudiness. It is obviously a variation of its more conservative ancestors. Pink tofu is different and more importantly, it is gaining in recognition and popularity. You may recall pink tofu affectionately mentioned in a "California Cooler" commercial along with soybeans, yogurt-filled tacos, and Zen-Buddist surfers. Pink tofu's origins, however, are unknown. Current trends in hairstyles, especially with the advent of food coloring in hair, suggests a possible explanation. I will attempt to expound on this food color theory with my own common sense. Pink tofu (only known as tofu then) was like any other bean curd on the shelf. But then one day, a group of freakish food coloring addicts decided that they wanted to have a side dish with their daily intake of sprouts and seaweed. Perusing though the aisles of the market, this group got its hands on a

CONTINUED NEXT COLUMN

container of pure white innocent tofu and, analogous to Rick James altering four ordinary women into the freakish Mary Jane Girls, so these these four friends forever changed ordinary tofu into a spectacle of color. So were the humble beginnings of pink tofu.

But pink tofu is even more than a mutant of normal tofu. It is truly a powerful example of our changing attitudes toward color in which it seems that people are determined to have their food match their personal belongings.

## *Be Free* In memory of Dr. Martin Luther King Jr.

We want to be free
The one thing we need
Is the key
And then
We will all be free
The key starts with a dream
The dream is that
Someday soon
We will be equal
And the sequel
To being equal
Is the dream
That someday
Every human being
Any race
Or
Any religion
Will respect
And treat each other equally

by Rachel Davidman

# The Club Scene

by Hilary Sorter

Black. It is the mood. It is the attire. It is the attitude. It is the color of choice, or so it is said. Actually, there is no alternative--members wear black or they are not members. But where there is conformity among rebels, there is rebellion among conformists.

The walls are slate grey, the floor black-and-white linoleum, the ceiling a network of black-painted pipes, cables, speakers, spotlights, and small mirrors. Silver streamers, naked dolls, black plastic flowers and crinkled aluminum foil are tacked in various arrangements on the ceiling and walls, and hang in clusters, suspended over the dance floor. A strained female voice wails over the sound system, accompanied by crashing drums and cymbals, "I give it all and you give me nothing..." Figures sway in exagerrated slowness, movements blurred and flowing, doing the dance of death in time to the beat. the dirge grinds to a halt, and the dancers pause. A club "classic" starts and just as the dance resumes, two figures enter the club. As always, heads turn to scrutinize the newcomers. But the stares continue and lengthen. One wears black the other is swathed in pure white. Her hair stands on end, teased into a foot-high shock of dull orange. Her eyes are thickly rimmed in jet black. Her lips are a black caricature against artificially alabaster skin. Her dress is white satin, tinged soft pearl from age, a spaghetti-strapped sheath. Sheer white nylon is draped from her crooked left arm across her back and held in her right hand. They stand, neither aggressive nor submissive towards the obvious stares from the crowd, surveying the club scene, savoring the impact.

A tortured male voice cries from the scratched recording, "Oh Be-la, oh Bela...Bela Lugosi's dead." They are spurred into action by his words and saunter to the dance floor. The one in black flows through the song in an easy, unconfined way. The one in white grasps the edges of her cape and spins slowly, the white material billowing around her. Her arms drop to her sides, then slowly creep up to cover her face, shrouding her in filmy iridescence . The crowd slows and stops as the song ends. The one in black joins the one in white. They go make their rounds of

CONTINUED NEXT PAGE

# CLUB SCENE CONTINUED

the tables scattered around the floor, stopping to talk to their friends and acquaintances who finger the sheer cape gently and call her a victorian ghost, Bride of Frankenstein, one of the living dead. She is a little embarrassed by the attention, but flattered as well. She is underage in an 21-an-over club, wearing white to a funeral. Ollie trots out onto stage to do a soundcheck and a quiet murmur of welcome issues forth from the crowd. He gives them a black-lipped grin and a husky Cockney "Hello", batting at a plastic baby hanging by its ankle from the ceiling in front of his face. The crowd mills to the front, pressing up against the stage. He is joined by his band. The lights dim, then flicker to life. A screaming chord is struck upon a guitar, and the show begins.

# Forensics Dictionary

by Carol Tang

FORENSICS--competitive speech, Saturday-snatching activity, a way of thinking for some.

NFL--National Forensics League, nothing to do with football although for some, the informal mud football games at Arlington Park are an integral part of Forensics life.

IE--individual events as opposed to debate which is a head-on clash either won or lost. IE'ers get ranked from 1 to 5, 1 being tops and 5 being the lowest possible. Events are split up into three categories: Interps, prepared events, and spontaneous events.

DEBATE--split into two categories: Oxford, two-man debate, and Lincoln-Douglas debate, one against one. LD is also affectionately called "lame debate." Oxford has members that carry giant cases of evidence mounted on luggage dollies, called ox-boxes. Once, a speaker broke another student's combination lock to his ox-box and was almost garroted with a necktie. Debaters have their own jargon such as:

SPREAD--to talk very fast so as to get all the evidence into the alloted time. Some swear they do it for fun. At least one Senior debater spreads as a habit, even while on the phone.

LAY JUDGES--to debaters this means that their judge looks as if he has had no debate experience, as if he had just been pulled in off the street. Practically speaking, the debater knows that he should not spread and he should explain all debate terms. Many experienced judges who are incredibly lazy and/or cruel will enter a room and pretend to be a lay judge.

LEG POINTS--advantage gotten by swaying male judges with high mini-skirts and then bending over to pick up a dropped pen. Low cut blouses fall into this category although some have a different name for that. Cute points can also be rewarded.

"LIVE TOURNAMENTS"--Invitationals that require teams to travel long distances and stay in motels. Del Norte is considered "live" although students stay with host families. It has been rumored that competitors have spent the weekend sleeping in barns. Del Norte is a tiny town near Oregon where girls still think feathered hair is in and they, as Ms. Berman so eloquently stated, "drink, smoke pot, and screw around" for fun. They also enjoy speeding on one lane roads at midnight without their headlights on.

BEDCHECKS--held around 11:30pm to remind everyone about the need for a thing called sleep, and to make sure that everyone is in the right room, especially separating the sexes. Is definitely not 100% effective.

PUNCTUAL TOURNAMENT--no such term in a Forensicers vocabulary.

POSTINGS--the lists of panels and opponents put up on display before each round. Creates a stampede of teens in heels and dresses or ties and sports jackets or occasionally someone in 501's, a t-shirt, plus muddy tennis shoes.

WALLS--the audience for practicing speakers. When a spectator enters the student area, he sees teenagers conversing with the gymnasium walls-they are practicing their speeches, facial expressions, hand gestures, and all.

CONTINUED NEXT COLUMN

HIT--the speakers you compete against. As in "I hit her last round." Do not answer "Why? She seems like a nice person" unless you want to flaunt your ignorance.

BREAK--getting into finals. The first jargon word novices encounter. After postings, an experienced speaker will run to a novice and ask, "Did you break?"

"Uh...Break?"

"Yeah. Did you?"

The novice looks at the hopeful faces around him looking up at the finals posting. Some break into smiles and jump triumphantly: they have made it into finals. "Oh, you mean make it to finals? Yes, I did." The novice is then in the middle of her friend's arms. A hug is the congratulatory gesture of Forensics. The novice has been initiated.

HARDWARE--the silver, gold-tinted metal, marble, wood, or plastic trophies won in finals. For example, San Antonio, Texas, needed a Brink truck to carry all of their hardware home. They had won silver platters, cups, and bowls, enough to create a complete serving set.

NATIONALS--the top tournament of the year. Always held in some god-forsaken place such as Euclaire, Wisconsin and Tulsa, Oklahoma this year. Rumors always emerge and say that Nationals will be held in Hawaii soon. False and vicious lie. It was held in Hawaii once, but costly air fares have ruled out Hawaii forever. And there is no International tounament--how many judges are there that understand every language?

PRIVATE SCHOOLS--sworn enemies of public school speakers. Butt of jokes, threats, and voodoo dolls. Girls all have bobbed hair and boys all wear dark blue suits. Their coaches are very liberal and they don't quite understand their pre-yuppie students. One College Prep School coach remarked that they didn't need bed checks." CPS students don't fool around (she used a four-letter equivilant) I think they're all frigid."

COACH--a dedicated lover of speech who has an almost obsessive attitude toward Forensics and a slightly unbalanced and unmatched energetic spirit. He has to be able to put up with the disappointment, burnout, fundraisers, and the three-fourths of his Saturdays that are taken up with tournaments. He thrives on coffee and works well under pressure. Exists as a substitute parent, a shoulder to cry on, giver of victory hugs, and a symbol of stable support. Competitors would be lost without the give and take, push and pull of their coach.

PERSERVERANCE--attribute of all good Forensicers. A good Forensicer does not need to rack up hardware , but he needs dedication. He will always be a true competitor.

# The Patio

by Li Cho

Ever since I was a freshman, the patio has been a marked and sacred place, a place that was out of reach, a spot specifically reserved for the white people only. I did not realize until my senior year, that even the way the patio is structured symbolized something to me. The patio consists of four cement benches, each curving slightly inward to circumscribe the young oak tree. All the benches are painted with designer labels to symbolize the fads of the 80's: Esprit, the Izod Alligator, Levi's and Guess. The patio is located in the middle of much traffic where many roads intersect. Yet the benches' secluded and close knit structure is not a welcoming sight for those who do not belong in the patio. Instead, it radiates a feeling of discrimination, separation and exclusion. Everyone outside the circle is viewed as an outcast, a stranger, an undesirable. To try to step into the circle would mean entering a different world. Such attempts would probably result in getting the cold shoulder treatment by the people within the circle. But for those who were born to be a part of the patio; those who are popular, good looking, and extroverted, it is a place where their friends meet to eat, talk, giggle and gossip. The inward curvature of the benches symbolically bonds the group into forming a tight, warm, family circle.

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# Patio CONTINUED

It has become a habit for me to fear the sight of the patio. Uneasy feeling still flow through my body when I merely stare at it. Even when I come to school early in the morning, or stay late after school, when no one is around to see, I am still nervous to sit on those reserved benches. I fear the remote possibility of being caught, humiliated, and scalped by a member for intruding on their sacred territory. Unconsciously over the years, I have come to see the patio as a scared ground, a place off limits for me and my friends.

This is a reflection of our society today. The school is a miniature society. Everyone has his own little niche, his own little group and hiding place where he can feel secure. The separation, discrimination and exclusion seen in school is also found in our society. It is human instinct to want to be in a group with people who are somehow like themselves and to cast out those who are different. To be "in" in one group would automatically mean "out" for another. Not only is the patio the only place such separation can be seen, but within the calculus room, the newly built pit area, the band room, the front lawn, the gyms, and many other off limit areas for those who are non-members. Such separation exsists because everyone likes to feel secure. People weaken others so that he may strengthen himself. To seclude others from his group would mean security on his part. He is afraid that if too many people fit in or are let in, his group would not have a special identity to differentiate from others. This is a big problem both in school and in real society. It is the cause of discrimination and conflict between people, races, nations, and maybe in the future, even worlds.

# Alone

by Maurice Conti

It was a blistering hot summer day, and the temperature in the shade was at least 102 degrees. There was a gentle breeze blowing, but it brought no relief from the beastly desert heat. My family was on vacation in Baja California for a month. We were staying on our boat and we were cruising around from island to island.

Due to the incredible heat, the only thing an adult could do was to play in the water or sit in the shade and sleep. Every day,after having had lunch, my parents would go into the boat's small cabin and either read or sleep. This forced me to do one of two things: I could either read quietly or sleep, or I could go ashore alone and entertain myself. Being an extremely active person,I was almost always forced to choose the latter.

I would usually take a hike or go fishing after I got ashore. On one particular day I chose to take a rather long hike into the desert. It was only a matter of five minutes until I actually reached the desert, But I had planned to go much further. I looked around. It occured to me that I was completely surrounded by desert. At first I thought to myself and took notice of an occasional interesting plant or an odd bird call, but soon the world began to change. I could no longer hear the sound of the birds, and all the plants seemed a blurr. The sharp, well-defined world of which I had just been a part of disappeared, and was replaced by a numb and barren one. Everything was silent. I could hear nothing but my pounding heart, thump after thump; that life-giving rhythm which so enhanced my position; my position of loneliness. Where before I had thought of the birds as my friends, I now thought of them as vultures circling above me,preying upon my solitude. I felt as a crystal drop of dew, hanging on the merciless spine of a cactus, helplessly awaiting the obliteration of itself by the sun, all alone. Never had I been so stranded: I looked at myself from the outside of my body. I was so alone that my senses had nothing to detect. My ears rang loudly in the background of silence; my eyes were blurred and watery, seeing nothing and yet everything. I felt as if my soul were stranded on a cloud which was rapidly floating away from my earthly body. I fought to regain my control,to oppress the solitude, which corroded my soul ever so fast. I fought until my body covered in cold sweat: the first sign of my victory. I began to see blurry patches of green and white, where there had been emptiness such a short time before. I began to hear muffled sounds where there had previously been painful

CONTINUED NEXT COLUMN

silence. Finally my consciousness was the last to return to me.

I looked around puzzled, as I struggled to understand what had just happened to me. I slowly began to walk back the way I came, stumbling at first, but with a sense of security. I found my way back to the beach without difficulty, and as I approached the familiar sight, I knew that I was a different person than the one that had left this place what had seemed an eternity ago. I climbed into the dinghy and paddled to the boat, and as I lay along side her I wondered if my adventure had really happened, or if it had just been an experience with a frightfully vivid sense of imagination.

# Fall Colors

by Margot Cunningham

My friend, my sister, and I wanted to go camping at Napa State Park one weekend. For many weeks, we had been eager to see the trees in their fall colors, so we made reservations to insure that we would get a site. A few days before we were to leave, we heard weather reports predicting rain and cold temperatures for the weekend. By Friday, meteorologists were certain that the storm would hit late Saturday. Despite the gloomy forecast, we packed all our camping gear and left early Saturday for Napa.

When we got to the park, we did not unpack because we were uncertain if we would spend the night. We decided to go hiking in the park before the rain came.

Bright colors lit up the woods. Everywhere we saw flashes of yellow, orange, and red, like a silent, immobilized fire. We shuffled through the crunchy leaves that carpeted the ground and hid the trail ahead. Some leaves were bright yellow; others had orange, red, or green spots on them; and a few were very light pink, almost white.

A wind stirred the trees, and yellow leaves rained down on us, hitting branches on the way down to the ground. Alongside the trail a creek flowed over steel-gray, smooth rocks. Leaves blanketed the surface of the water in many areas of the creek and water flowed under this cover like a mountain stream disappearing under snow or ice.

The gray sky highlighted the colors of the trees. One side of the trail contrasted with the brilliant trees, making them brighter. It was dark--filled with green trees: oaks, redwoods, and pine. We passed through a grove of redwoods with small, feathery, leafy, green ferns scattered on the ground. Pine needles replaced the fall leaves.

We turned onto a trail that climbed up one side of a steep, narrow canyon with a small creek trickling down it. The bright trees below faded away as smoky green pines surrounded us. The trail led away from the canyon onto the side of a hill. Walls of green trees pressed close against the narrow trail. The dark orange bark of madrone trees peeled off in rectangular, tissue paper-thin pieces, revealing a smooth, paler orange bark beneath.

Ahead, a single maple tree adorned in yellow marked the intersection with another trail. We went up the trail to Coyote Peak. The trees gave way to bushes, grasses, and crumbly rocks. We had a view of the surrounding hills which were green with patches of yellow and orange. Dark clouds hung overhead, but we continued on. Manzita bushes, with their stark red bark and twisty branches, resembled lightning frozen in its flash. Brittle, rusty-colored leaves littered the ground around them.

We reached the peak just as the rain started to fall. We stood under the pines on the peak, looking at a marker, which was leaning against a tree, that said, "end of trail." We ran back along the trail, the rain pelting us and clouding our view of the other hills. We came to the trees and ran back to the canyon, sheltered from the rain. We entered the colorful woods and walked back along a trail that travelled on the other side of the creek. As raindrops hit the creek, they created little circles on the surface. Pools of water collected on the leaves on the ground, making them soggy. The rain soaked us since the trees did not protect us very well. But we did not complain. Although our camping trip had been cut short, we had seen the fall colors.

# SPECIAL ELECTIVES EDITION

## ENGLISH DEPT



CREATIVE WRITING

Creative writing is a class designed for students who like to write and would like help in improving their writing skills. Most students have already mastered the basic writing skills, they just need help in making their writing come alive for their reader. Students may write essays, poetry, short stories, or novels and much of the class time is used for discussions of these writings. Students must obtain the approval of the instructor before enrolling in this class.

YEARBOOK

Yearbook is one course that El Cerrito High School takes pride in. This course is responsible for the creation of the El Camino for ECHS.

This class is not just for making up last night's homework. The staff is responsible for making sure that every student's picture is in the yearbook. Not only do they have to organize over one thousand pictures, but they are also in charge of layout, taking club pictures, writing captions, and the hardest of all, taking candid pictures that capture the ECHS spirit.

Through the students' hard work, the El Camino has received honors for the past two years. Just last year, the El Camino won the Outstanding Yearbook of California Award.

The staff is proud of their production and their only hope is for the El Camino to get better every year. One present staff member says that to become a member of yearbook staff, one must be mature, responsible, and most importantly, work under pressure to meet deadlines.

JOURNALISM 1

This English Department elective will prepare you for working on the EL CABALLERO but continuing in journalism is not a requirement. This course will give you an idea of what goes into a newspaper from the headlines to the laws protecting freedom of the press.

Students are required to write the various types of stories that are used in professional newspapers. After a year of Journalism 1, you will know how to use the newspaper to your benefit as well as be able to become a working writer on the school newspaper staff.

At the end of the year, the students put out an edition of their own--they write, edit, type, and arrange the pages by themselves as a final review of everything they learned in the class.

JOURNALISM 2

The students in Journalism 2 are the students who produce the school newspaper, the EL CABALLERO. Putting out a paper approximately once every three weeks involves finding story ideas, getting interviews, snapping pictures, writing printable articles, and dealing with a word processor, all under the pressure of deadlines. Although taking Journalism 1 will help with writing techniques, it is not a prerequisite if you get Advisor Mr. Francisco's permission. The students have to be alert to news around campus, and they must be willing to put out the extra time and effort that is sometimes needed to get the paper out on time. The paper also welcomes photographers, artists, and cartoonists, as well as reporters.

The paper is responsible for keeping the school informed of the news and new developments concerning ECHS. In addition, the staff also puts out the Electives Edition that you are reading right now, as well as the traditional Senior Edition that contains the Senior wills and is the commemoration of the last year of high school.

Mrs. Berman helps students speak their minds in Oral English

Do you get nervous when speaking in front of groups? Would you like to learn how to present a speech more effectively?

Oral English is a class which helps students learn to speak effectively. Students learn how to prepare several types of speeches. Then, they present them to the class and receive written

CONTINUED NEXT COLUMN

critiques from each member of the class evaluating the effectiveness of their speech. The critiques and the experience of speaking in front of the class both help the student to improve their speaking abilities.

Students also learn how to prepare an Oregon style debate, analyze poetry, learn vocabulary, and learn about Freedom of Speech through a unit dealing with two great philosophers. Students learn a variety of skills to help them speak and express themselves effectively.

ADVANCED ENGLISH

Advanced English is a new course which will be offered to seniors next year. It will be a high-powered, selective English class which will require a lot of work. It will be offered as an alternative for students who do not wish to take an Advanced Placement course, but are willing to work hard. Even though honors credit will not be given to students who take the class, challenging work will be assigned to prepare students for college. A teacher's recommendation may be required.

A.P. COMPOSITION

Advance Placement English--Composition and Literature is one of the two AP classes offered at El Cerrito High School. Students taking this course will be prepared to take the AP Testing in May and the Subject A exam for Cal Berkeley.

This class involves a lot of reading and about one writing assignment each week. Students must pass a timed writing test before they can enroll in this class. This test will be given at the end of their junior year.

In this class, students are encouraged to "jump off the high dive" and experiment with different writing techniques. Although the students may feel frustration when they can't express themselves in words, such frustration will usually disappear at the next editing group when helpful suggestions appear.

A.P. LITERATURE

AP Composition and Literature is an advanced placement course which focuses on tne critical analysis of language and style. Students study an author's style and in doing that, learn to develop a style of their own. This course differs from AP Composition in its stress of analysis rather than expository types of writing. Also, students read more classic fiction, such as Joyce, Faulkner, and Conrad.

Current students enjoy the class very much and recommend it to incoming seniors for several reasons. Most students find literature interesting and fun once they learn how to analyze and understand it. As one student put it, "In Literature, you don't just read a book, but you look deeply into that book and make that book a part of you. From this, students learn to analyze, think logically, and recognize things they may not have noticed without the class. They become more prepared for college by learning how to read a book."

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# SOCIAL SCIENCES



CONTINUED BACK PAGE

INTERNATIONAL PROBLEMS

This class studies the international relations of different countries. Foreign policies, war and peace; the role of politics, law, and organization in current world affairs.

CALIFORNIA HISTORY

This class studies the historical, political, and governmental aspects of California from the time of the California Indians up to the present day and age. This course is taught to expand the students' interests and understanding of the physical, political, economical, historical, and social ideas on the history of California.

WORLD CULTURE

How do the Indians deal with death? In what way is the Chinese concept of beauty different from the African ideal? These are just a few of the issues discussed in World Culture A. According to Mr. Francis, World Culture A is a "cross cultural comparison of different civilizations."

Among the cultures covered are the Chinese, Middle Eastern, and African civilizations. Topics include, but are not necessarily limited to, differences in language, religion, and rites of passage. Much class time is spent in discussions and group work.

One of the main goals of the course is, noted Mr. Francis, to discover "how different cultures go about solving problems." Students, in learning about diverse civilizations, ancient and modern, will thus gain "a better understanding of our culture," and will find that,"despite diversity, people are really very similar."

World Culture A is open to all 10th, 11th, and 12th graders. It is a one year course. Seniors, however, may take it for a semester in order to complete the senior social science requirement.

Due to budget cuts and low enrollment, World Culture A has not been taught for several years. It is Mr. Francis' hope that the sign up will be large enough this year to make World Culture A a worthwhile experience for next year's students.

The World Culture B class studies ancient Greece and Rome. The emphasis of the course is based on the Greek and Roman's daily lives and culture rather than its history. This class is oriented towards individual and group work with a lot of importance placed on the class discussions.

World Culture C is the study of the future. The class studies life styles of the future and possible developments in architecture, travel, and other areas.

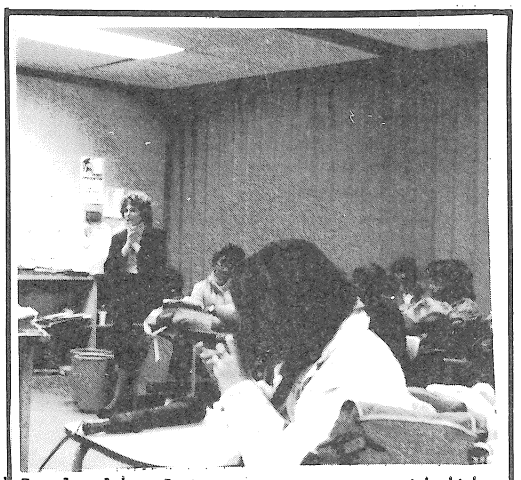
The class discusses what the future man will be like and also things such as enviroment, education, government, housing, and other such concepts. What will things be like in 2001 A.D.? Find out in World Culture C or wait.

COMPARATIVE GOVERNMENT

The Comparative Government class studies current affairs and local, national, and international events in the news. Ms. Taylor, an instructor for the course, states that the class is designed for "increasing student understanding in the world's problems and their relationship to them." Students interested in the class will also be happy to know that major news magazines are used as the text books.

LEADERSHIP

Leadership, a required course for student body and class officers, is a class being offered to students in which class time is used for planning school events such as: Class elections, homecoming, rallies and dances, as well as devising ways to promote school spirit. In planning such events, students who are not officers have chances to exercise their leadership skills by chairing a committee and by working with our school's administration. However, leadership is not the only thing students learn. followship skills, agenda planning, communication skills and management training are also things students develop in the duration of this course. Some things the leadership class accomplished this year were the tasks of reconstructing the pit, the anti-litter campaign and planning homecoming. Activities in store for the class are the selling of sweatshirts for a fundraiser and an exchange day.



Leadership class plans future activities

PSYCHOLOGY

You might try psychology if you're wondering what makes you act the way you act or what makes you do the things you do. "This class makes you dig down deep inside yourself to figure out the real you," states senior Shari Naomi Nihei. Unlike sociology this semester course focuses on the individual rather than the group. By examining case studies, acting out role plays and by engaging in class discussions, this course attempts to present two concepts: Who am I and Why am I ? This class helps students become aware of how they were raised and their growth and development of their minds. It studies these aspects of personalities to find the roots of students' anxieties in order to help students adjust to them. Because of the complexity of this course and the maturity this class involves, this subject is only open to tenth graders who obtain permission from Mr. Rossi, the class' instructor, and to juniors and seniors.

SOCIOLOGY

"Everything you learn in here will be beneficial to you in the long run," Tim Davis says on Sociology Intro. this one year course emphasizes the social patterns of teenagers as they interact in their groups. It provides information on stress, death and dying in America, alcohol and drugs, dating and teenage sexuality through class discussions, role plays, readings and lectures and occasional guest speakers. By using this information, students learn to make responsible decisions in their personal relationships.

Do you know the differences between a crush and real love? Do you know what your body language is saying ? Well, Sociology can help you answer these questions. Being a semester course, Sociology is a condensed version of Sociology Intro focusing on the romantic social interactions between groups dealing with communication, dating, sex roles and different types of love and intimacy. This course helps students understand current and future relationships and helps bulid a more solid knowledge base on which to establish responsible decisions in their personal relationships. This course is only open to juniors and seniors and tenth graders with special permission.

ECONOMICS

Have you ever wondered how the Dow Jones works? Why the price of your favorite candy keeps rising? How to get into real estate development? If so, economics is the class for you.

Economics is a one semester course open primarily to 12th graders. Areas covered include the U.S. money and banking system, comparative economies, and trade relations.

Mr. Burris, the economics teacher, believes the class to be very valuable. "[It gives everybody opportunities to improve his standard of living."

The state of California also thinks it is important for students to study economics. According to Mr. Burris, economics will be required for graduation in several years.

Besides studying the usual classwork, economics students have a chance to compete in a stock market game at Hayward State University. Last year, one of the El Cerrito teams placed 17th in a field of 150, earning $150,000. The top team gained a quarter million in stock.

Economics, a senior social science elective, has a reputation as being harder than many other of the electives offered. Mr. Burris noted, however, that many students do "very well," and he encouraged students to take the class.

WORLD HISTORY

History classes offer students a chance to look at the past and evaluate the issues of today. World History, a class required of all 9th graders, covers the time period from the late 1700's to the present. Through lectures, essays, movies, role playing games and a variety of other assignments, students learn about important events in world history.

Some topics covered in the class are the French Revolution, World Wars I and II, and the United Nations. In the first semester teachers generally cover a curriculum from the French Revolution through the Cold War. During the second semester, however, emphasis is on world studies. Classes may differ as teachers choose to stress different areas of world conflict.

Mr. Francis, a World History teacher, noted that World History is especially important because it offers students their last real look at world problems in high school. This helps students understand the roots of problems "they will have to deal with in the future."

# FINE ARTS

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## *Music*

If you can play a musical instrument, be it flute or fiddle, sax or snaredrums, then the music program is just right for you! There's a dynamic teacher here, Mr. Paul Yonemura, and with his help the program's really doing well.

Mr. Yonemura began teaching at El Cerrito in September of 1985 following a year of many substitutes and few accomplishments. In a surprisingly short amount of time, Mr. Yonemura managed to turn all that around, with community concerts and festivals accompanying excellent teaching methods and new pieces of music. He is proud of El Cerrito's 38-year music program, and in future intends to organize more festivals and community concerts for his classes, and begin to give concerts for the members of elementary and junior high orchestras, who may one day play for El Cerrito. The classes are numerous, and each one is a lot of fun, so take your pick!

BEGINNING JAZZ BAND

This is a jazz band for players who have been playing band instruments for only a couple of years and who want to gain expertise in jazz. This class teaches basic jazz tunes and rudimentary improvisation. It is also good for Cal credit; that is, if you do poorly in one year of chemistry, say, Cal will accept three good years of this class instead.

Here's a band for really new players who've just gotten started with an instrument. If you've only had a year or so of instruction and want to play in a band, then this is the band for you.

JAZZ ENSEMBLE

This is a step up from Beginning Jazz Band, and does a lot more. Not only does it also offer Cal credit, but its members go to several jazz festivals during the year and compete at high-school level. So if you know jazz fairly well, and want to compete and improve, then this is the best class to take.

CONCERT BAND

If jazz isn't your style, this band will be. In this class, you'll learn to develop the finer points of your instrument. You'll need to have had several years of instruction for this band, but the music is (of course) much more advanced. This course generally attracts ninth- and tenth- graders, but anyone can take it. This is a great course for intermediate students who want to become advanced.

MARCHING BAND

This is the football band. If you like football, enjoy marching in parades, and play an instrument well (no string basses please), then this is a band you'll love. It rehearses during lunch hour, and it may become a one-quarter, graded class. This band will be a lot of fun, but teacher Mr. Yonemura is stepping up discipline, saying, "Nobody wants to see a band that looks like a bunch of maniacs turned loose."

SYMPHONIC BAND

This is the band for advanced students. It teaches wind ensembles in the same style as do the colleges. This is for the best winds in the school, and the course offers Cal credit. So if you're an advanced, or near-advanced student, you'll enjoy this class.

ORCHESTRA

This is the school's string orchestra, for intermediate-to-advanced string players. This course offers a variety of musical literature- baroque, classical, even modern music-and is expanding its music library. If you've played in a string orchestra before, and can play an instrument reasonably well, then this course is the perfect one for you.

One of the many various music groups at EC have a jam session.

PERFORMING CHOIR

This is a new class that is being planned for next year. This performing voice group will sing everything from pop tunes to Bach. This course could be a stepping stone for all students who want to get an advantage for next year's musical tryouts. This class could also give you the musical experience necessary for the Vocal Ensemble.

Performing Choir has not yet been officially created as a class, but Choir Director Miss Wigginton is counting on enough students to show interest to get this class together. "The only way we can get this group to be a class is to show the administration that there are enough students interested." Therefore if you are interested in forming this new group, then sign up with Miss Wigginton is Room 52.

VOCAL ENSEMBLE

If you heard the Christmas carolers singing in the hallways in December, then you have heard the Vocal Ensemble in action. This select group of voice musicians learn, practice, and perform mostly jazz tunes although some variety is included. The class will also help those that are interested in developing their voice skills.

This class, unlike Chorus, is a performing group and therefore some music experience is required. Teacher approval is needed before you can enroll in the class.

They have held concerts around the community and occasionally here at school. In past years they have even sang at Ghiradelli Square in San Francisco.

CHORUS

This class is for those students who enjoy music and singing in particular. Chorus is a class for the singers out there who are too shy or unpolished to sing out in public yet. This beginning voice class is a non-performing group that sings popular tunes. No experience is required to get into this class to enrich your musical background.

## *Drama*

Have you ever considered a career in acting? Or maybe you just enjoy taking part in the theater for your own enjoyment. In either case, perhaps you might like to take a closer look at the drama department here at ECHS.

Drama 1 is the beginning acting class. Students learn methods of acting. They play theater games and act out little scenes to hone their skills. Department chairperson Ray's projected goals for next year are for the class to put on more shows, and to see professional productions.

Drama 2 concentrates more on direction and production. Students have to put together and direct their own scenes. Ray's goals for this class are essentially the same as those that she has for Drama 1, but slightly more advanced. For example, she would like to put on a childrens' Christmas show.

Stagecraft is a functional class rather that an instructional one. Stagecraft builds the sets for the various stage productions, including plays and dances. Students gain experience in set construction, so that the performers aren't required to spend all their time building sets, and can spend that time perfecting their shows.

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# FOREIGN LANGUAGES

The seven faculty members who make up the foreign language department at El Cerrito teach a variety of courses. These courses are taught at different levels and include French, German, and Spanish. This is a great chance for students to become bilingual and speak fluently in another language.

Mrs. Hart, ex-chairman of the foreign language department states, " Students should seriously think about taking foreign languages, especially the advanced courses. Fortunately, students are realizing this because enrollment in the foreign languages are up. The state colleges are making a foreign language requirement for 1988, just like the universities."

CONTINUED NEXT COLUMN

Yet not all students think about college requirements when they sign up for a foreign language class. One junior stated," I am interested in traveling to another country in the near future. By taking French, I learn how to communicate with French people, and learn about the culture before I go there!". Mrs. Hart personally feels that foreign languages are important because if there were two students with the same G.P.A. the colleges will give a preference to the

That is one reason why students take foreign languages. One college-bound student stated, "I took Spanish because every university that I would be interested in applying to, required at least three years of language."

CONTINUED NEXT COLUMN

student who took the most foreign languages possible.

Mrs. Hart also feels that classes could be improved if there was funding for field trips, better books, video tapes, records, and more teachers. With these additional teachers smaller classes would occur, allowing more time and attention to those students who need it. Yet the teachers are doing the best they can with the present funding. As Mrs. Hart says," We as teachers try and create a foreign ambiance in the class. We try to develop an atmosphere which encourages students to commincate orally and through writing as if it were their mother language. El Cerrito's foreign language department is excellent, it's one of the best in the district." Then Mrs. Hart added with a smile," I think the teachers make the department strong."

## FRENCH

French has always been considered the language of "love". When people want to be elegant or try to charm others they use French expressions. Would you be interested in learning the language of love? Then you should be interested in hearing the French course description.

The teachers are Mrs. Berman and Mrs. Cara. In beginning French (1-3) students develop speaking, reading, listening and writing skills at an easy level. Written and Oral tests are given. Students read from the textbooks and write simple sentences. Yet as the students sharpen their skills, the material becomes more complex as in the advanced classes.

In French 4-6, the courses emphasizes the finer points of the language. Students write compositions, read short novels, and present oral reports in front of the class. French 5 and 6 are considered one class, yet they only read together on Friday. French 5 meets on Monday and Wednesday, and French 6 meet on Tuesday and Thursday. A study hall is offered when your class is not in session. French 4-6 also helps prepare the student to take the A.P. exam at the end of French 6. This test is given only for the serious student, who wants to receive 3-5 units of college gredit towards graduation. The A.P. exam has many parts. For example, you are given 3 pictures and you have to say as much as you can in a matter of seconds. In the second part of the test, the student is given a topic and has to write a composition in 15 minutes. Besides becoming more cultured , by taking French, one can gain many educational advantages in the future.

## LATIN

Interested in deciphering those funny words on your dollar bills and coins and etched in old buildings: "E pluribus unum" or "Novus ordo seclorum" ? If so, then Latin may be the language for you.

If enough students sign up for the class, El Cerrito High School will offer Latin 1 and 2 next year. The course would be taught by Mrs. Gravett.

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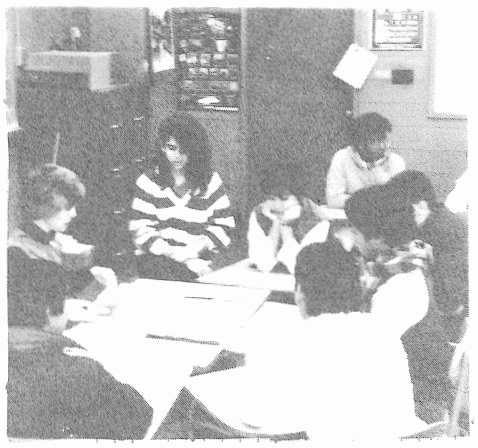


Mrs. Berman instructs students Yael Caspi, Cindy Chu, Pearl Wiley, Kevin Mukai and Michael Ariyoshi in French conversation.

The content of the class will cover vocabulary, grammar and reading. Some history and culture, as well as oral drills and conversation, will be included.

Mrs. Gravett feels that Latin would be a valuable class for pre-med and pre-law students. It would also be a help to anyone taking a Romance language and could help expand English vocabulary by studying Latin roots.

So come on, gather your friends and don't miss out on this worthwhile class.

## GERMAN

Although this is only the 2nd year German has been offered since 1975 German 3 will be added to the list of foreign language electives. The German classes are taught by Mr. Sigg, who lived in Germany for the first 16 years of his life. German 1 emphasizes reading, writing, and speaking on a beginning level. German 2 is a continuation of German 1 and German 3 is for the students passing German 2 and wishing to learn more of the language. One German student stated that "German is more interesting because it is easier than French and Spanish." This is because English and German share similar roots, and this makes it a fun class.

## SPANISH

Buenos dias, amigos! Como estan Uds.?

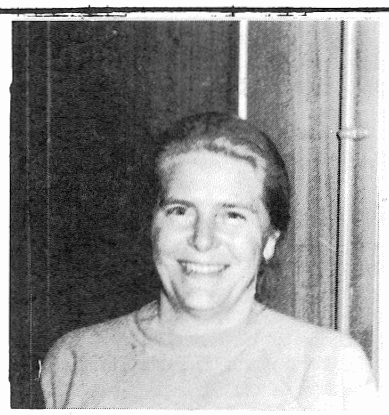
Living in California with its Spanish and Mexican influence, being able to speak Spanish could be a very valuable asset. The El Cerrito High School Language Department presents a fine opportunity for you to begin learning the language.

Classes from Spanish 1 to Spanish 6, for the beginner all the way to the serious, advanced student, are offered. Current Spanish teachers are Mrs. Berman, Mrs. Cara, Mrs. Miller, Mrs. Roubicek and Mr. Senft.

Mrs. Cara believes that students should take "foreign languages to eventually become bilingual. We need to know foreign languages." She feels that choosing to learn a language should be because you want to; there is a desire to learn it outside of class and of meeting the high school and college language requirements.

Spanish 1 and Spanish 2 are both beginning courses that cover the basics of reading, writing and speaking. Spanish 3 is a review but covers more complex items and expands the vocabulary. Spanish 4 continues Spanish 3 material but with an added focus on reading and oral work.

Spanish 5-6 is a combined class for advanced students that helps prepare those who might wish to take the Advanced Placement in Spanish. The main emphasis is on further developing advanced reading, writing and oral skills. Adios!



Ms. Gravett is eager to teach a Latin class.

# SCIENCE

Science is a large category of classes at ECHS. Apart from being interestingly educational, science is required for graduation. If you would like to graduate in 1988 or any year after that, you will need a year of natural science which is Biology, Health Science, Physiology, Advanced Placement Biology, or Marine Biology. You will also need a year of physical science which includes Physics, Chemistry, or A.P. Chemistry. Basic science is a substitution for either category. So take a science course or two--you will find it worthwhile.

## Physical Science

SCIENCE

Science, taught by Mr. Fabini, is a physical science class. In this class, you study measurements, structures and behavior of matter, basic chemistry, astronomy and geology, forces and motion of objects, and energy and its uses by society. The class emphasizes the development of thinking and communication skills and is a preparation for later physical science courses.

PHYSICS

Have you ever wondered why you get shocked when you touch something after dragging your feet along a rug? If you have ever wondered about how and why the world works the way it does, ECHS's physics class will give you a chance to answer some of you questions. Physics is an advanced college prep class in which students study the fundamental physical laws which govern the behavior of the universe we live in.

Students perform one to two labs per week, studying such topics as gravity, momentum, different kinds of energy, electricity and magnetism, sound, and light. The hands-on labs provide students with concrete demonstrations of the physical principals being investigated. Because most of the physical laws are expressed mathematically, students must have taken Algebra II as a prerequisite. Math Analysis would be helpful, also, but it is not required. The course content changes slightly from year to year according to student interest and the whims of the instructor.

Furthermore, Mr Beck, one of the Physics teachers, believes the class helps students to "learn how to think independently, obtain, organize and interpret experimental results intelligently and communicate their ideas effectively." Mr. Beck recommends this class to all college bound students who are willing to work hard.

CHEMISTRY

Chemistry is the study of the structure and behavior of matter. It is also the study of how the structure of matter can be controlled. This course emphasizes understanding the fundmentals of Chemistry though problem solving and laboratory work. Students will do approxamately one laboratory per week and interpret and analyze their lab data. Development of critical and independent

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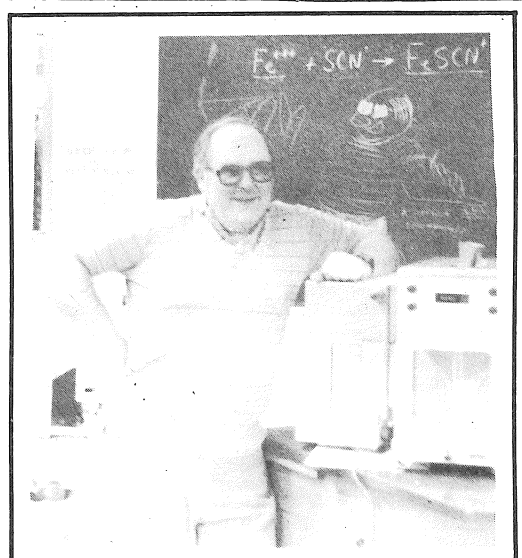



Mr. Tobin poses for Scientific American.

thinking skills are major goals of this course. Students considering taking Chemistry should have a mastery of all Algebra 1 material as they will need to apply their mathematical skills to solving problems in Chemistry.

A.P. CHEMISTRY

AP Chemistry is one of the newest classes at ECHS. The advanced placement course is designed to operate like a freshman college chemistry course. It differs from regular chemistry in that it goes into more depth. No longer are students "just scratching the surface of chemistry," as Mr. Tobin, the AP Chemistry teacher says. The class includes many labs and lectures in addition to textbook reading and homework assignments.

Upon completion of the class, students have the option of taking the advanced placement exam. But whether they take it or not, they will be ahead when they reach college. "Students will either be exempt from the first year of college chemistry or they will be way ahead of the other students in the class," said Tobin. Either way, AP Chemistry students get a headstart for college.

## Natural Science

PHYSIOLOGY

Would you like to know about the body, the way it works in sickness and in health, and its primary function? If your answer is "yes" then physiology is for you.

The class is now doing a dissection of a pig. Shadoan said, "I like to teach this class because the students are wacky." Shadoan also added "Past students of Physiology visit me and tell me that it was one of the best classes they ever took in high school."

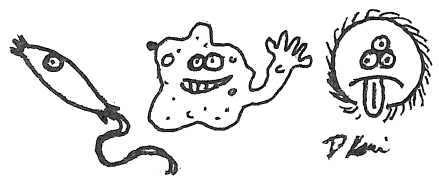
HEALTH SCIENCE

For a person interested in the study of human systems, such as psychology, socialogy, and personalities, Health Science is a must. This course, which is designed for college bound students, teaches skills and strategies for self-awareness, coping, and decision making. It is opened to students grades 9-12. As explained by Ms. Anthony, one of the Health Science teachers,"the Health Science class would be an excellent choice for students who are bound for college, since it helps students learn how to cope with stress, which is one of the major problems facing college students.

MARINE BIOLOGY

Marine biology, taught by Mrs. Gosnell, gives the students a general overview of all aspects of the biological and physical oceanic environment. The class is designed for the students who are motivated toward Biology. The class functions at levels of ongoing activities: lecture information, lab investagations, and homework assignments.

The class is taught by Mr. Shadoan and includes microscopic investigations and extensive animal dissection.



BIOLOGY

Are you ready to learn new, exciting things about the organization of the human body? Well, if so, Biology is the class for you. Intended for college-prep students from grades 9-12, this stimulating and exciting course fulfills the science requirement for graduation. Biology, which is the study of life, includes the study of interactions and interrelationships of living things and their environment.

Honors Biology is basically the same as the regular Biology class except that there are more demands on the students. They are sometimes required to do projects and the speed in which the class is taught is a bit faster. The students do hands on experiments and do projects such as the effect of nitrogen on plant growth and the effect of hormones and enzymes on yeast culture. The students who do these projects have the option to enter their projects in the Science Fair. Students should have a strong background in science in junior high and they should get good grades.

A.P. BIOLOGY

Advance Placement Biology is one of the many advance placement courses at El Cerrito High School. This course allows students to take the A.P. test which, if passed, can count as college credit.

This course includes a lot of reading and note taking. Special guest speakers and study trips to labatories are also included during the year. The assignment calendar for each unit is given in the beginning of each unit. Students are pretty much left on their own; there is no day to day assigment to turn in. But occasionally, a quiz or homework assignment will still be given to keep students from procrastinating on the reading.

# Mathematics

"Math is like a pyramid. The foundations must be strong and carefully laid, while the top requires work and ability. Math is the same, with lower classes emphasizing repetition and drill, while the more advanced courses require insight and effort," according to Mrs. Lilhanand, mathematics chairwoman at El Cerrito. Math is vital to a society, essential to everything from the automobile to the telephone. Without math, we would be simply animals with high IQ's. The goal of EC math is to impart us with the wisdom of the ages.

MATH LAB

For students unconfident about their basic math skills, math lab's repetition and drill are useful. Basic arithmetic is branded into the brain during the course of the year. Mrs. Smith's goal each year is to get her kids ready for the Orbit test.

MATH ONE/TWO

Many students don't want to embark into Algebra, yet still want a math course. Other students, even though they passed the Orbit test, want more math experience before they get into Algebra. Math One is a good interim course that deals with all forms of arithmatic.

Some weird people never, ever want to have to use a calculator. Math Two is a culmination of a series of pure arithmatic classes, and by the end of this course, you'll be dreaming in numbers.

ALGEBRA 1

Algebra One is the first college prep course, and this gives qualms to all sane students. Algebra Intro goes over the ideas of algebra without swamping the students in homework. Algebra Intro is not a substitute for Algebra One, just preparation for it.

GEOMETRY CONCEPTS

Want to fry your brain? Do loads of work? Spend all year in a state of bewilderment? Then, take Geometry. If you don't, though, take Geometry Concepts. It's a nice course that makes sure you learn one theorem before you move on to the next. It's an excellent choice if you wish to do well in Geometry.

GEOMETRY

Formulas. Theorems upon theorems. More formulas. Postulates. And an axiom or two. Memorize them all and you've just caught up on the first few weeks of Geometry. Now learn proofs. What happens with those is that you take something that you know is right, like 2x divided by 2 equals x. Then you go through a series of steps to prove that it is true, steps that include things like a equals a. Simple, right? That's most of Geometry, after you add literally hundreds of properties and a few more axioms. Sound like fun? Then you'll love Geometry.

ALGEBRA 2

You thought you were good at math. You only need to take one more course to qualify for CAL. That course, of course, is Algebra II. If Geometry is the fastest math course you've ever had, Algebra II is faster. If you thought Algebra I had a lot of homework, Algebra II will change your mind. The concepts come harder, faster, and significantly more often than any previous math course. You start dealing with numbers that can't be written out, and eventually numbers that don't even exist! In this course, you start hitting stuff like logarithms, sines, secants, and tangents, and from there you move onto the hard stuff. Your grade can be decided by a half-point, either way. If you want to go to Cal, though, you've got to take it, so good luck!

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THE QUADRATIC FORMULA

MATH ANALYSIS

If Math is that pyramid everyone believes it to be, then Math Analysis is the top of the pyramid for many students. Many seniors, and juniors who do not want to deal with Calculus, consider this class as their last math course in their high school career. Others, however, especially juniors and even sophomores, enroll in this class to prepare themselves for the next step on the mathematics ladder--Calculus.

This class is called Trigonometry in other schools or Pre-Calculus. You will be learning all about triangles, limits, infinity, geometric progressions, and probably other things that you did not even know existed. Mr. Berman will help you drill those things into your mind. In this class you will learn the importance of a good study group--a bunch of fellow M.A. students who know enough of what is going on to help you cram the night before the test.

Anyone who is planning to enter science or engineering fields will have to take this course sometime, because of the foundation it lays for higher mathematics. If you take this course and plan to eventually enroll in Calculus, be forewarned: Everything you learn, or fail to learn, will be very important in future years. Don't slack off now or you will be in hot water in the years to come.

CALCULUS

Calculus is one of the advance placement courses that is offered at El Cerrito High School. This course requires a great deal of work and effort.

Class starts as soon as the bell rings and lasts through the whole period. Students often feel that 50 minutes is not enough for Mr. Berman to teach the day's lesson and answer everyone's question. Students can hardly ever find time to chit-chat in this class.

Homework is a large part of this class. When the day's lesson is finished, the remaining half hour is for students to ask questions from homework. Atleast two hours of homework is assigned everyday yet it never needs to be turned in. In this sense, the course has no actual pressure for students to do their work. But if one does not do his homework, he usually finds himself unable to pass the next text.

POST-CALCULUS

For those of you super-intellects, El Cerrito High gives you the chance to expand your mathematical knowledge past Calculus by offering the option to go to CAL for math in your senior year.

# Computer Science

The computer science department at El Cerrito High has grown rapidly over the last few years. El Cerrito now offers four classes, for the absolute beginner to the experienced programmer.

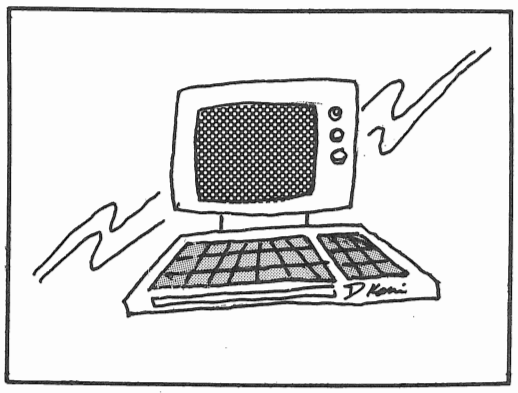
Two classes are offered for the beginner: Computer Science I and Computer Literacy, a semester course. Word processing, LOGO, and BASIC programming are covered in these classes. In Computer Science II, a review of BASIC is covered, and Pascal, another language is introduced. A.P. Computer Science completes Pascal and prepares the student for the A.P. examination.

The Computer Science department is taught by three teachers: Mr. Mackey, Mrs. Kresh, and the head of the department, Mr. Proia. Proia feels that, " The program is growing and next year will be even better. "

Proia's ideal goal for the department at El Cerrito is a one to one ratio of students to computers. He says, " Someday we will make it. Maybe not until the year 2000, but we will make it. "Our hands are always open for free donations of hardware and money, " he added with a laugh.

Right now, the department is seperated into two classrooms, by computer types. In room 201, there are 10 Hewlett Packards, and three printers. 12 Apple IIe's and 6 Apple II+'s with three printers.

Some students taking Computer Science II feel, " Computer Science is interesting, and Pascal is something new and fun. " Other students in A.P. Computer Science feel, " Computer Science is very educational, and in the future , experience with computers will be a key to getting a high quality job. "



The computer science program at El Cerrito High is strong, and next year will be even better. With today's modern technology, it is becoming more and more important for people to have experience with computers, and students should consider making computer science part of their program while still in high school.

# INDUSTRIAL ARTS



WOOD

Wood 1 focuses on the use of hand and machine tools in working with wood. Safe work habits and appreciation of wood working techniques will also be stressed. In addition, students will be required to pass safety tests and complete a required project.

Students have fun while learning the Industrial Arts

Students wishing to continue with the study of wood working may take Wood 2 if they received a mark of C of better in Wood 1 or with the instructor's approval. This class examines the techniques of advanced use of hand tools and machine tools in working with wood. The class also deals with cabinet and furniture making.

Students wishing to learn even more about the study of wood working may take Advanced Wood if they received a grade of C or better in Wood 1 or Wood 2 and with the instructor's approval. Advanced Wood deals with advanced furniture making, cabinet work, and basic frame house construction. The course is designed to prepare students for jobs in the woodworking and construction industries. Note: This class requires that a student sign up for a two-period block.

ELECTRONICS

Another industrial arts class that offers experience in basic electronics is the electronics I class.

The class, for students who are interested in learning the field, teaches you saftey around electronics, how to use the tools that are used in electronics, frequencies of electricity, learning and memorizing circuits, building circuit boards, and working on projects.

After passing a saftey test that is given to you in the first quarter, you begin to work on a project given to you. The first project shows you how to make a circuit boards, and how to sauder the components onto the board.

From there after completing your project, you begin to recognize circuits, learn schematic symbols, which are the signs of circuits, and begin more projects. The student is able to do about two projects a quarter and about eight projects a year. The student has about twenty projects to choose from that involve lights and sound.

This class is very helpful in understanding things about stereos, t.v.s, and other electronic components.

PE ATHLETICS

This is course is for students participating in school sports. Students can practice and also meet graduation requirements ,or just get credits, at the same time. Reccomendation from a coach is needed.

PE CONDITIONING

This class specializes in weight training and body conditioning. Students are coached to lift weights and through other exercizes such as running. This is a course for all grade levels and is for students who don't particularly want to play sports, who just want a fit body.

PE CORE

This course is designed for 9th and 10th graders to also the State Basic First Aid requirement. Students are instructed through team sports such as softball, volleyball, basketball, and football and individual sports such as tenis and badminton.

DRAFTING

After completing drafting I drafting advanced follows, which is the same as drafting I except you pick up from where you were in drafting I from the year before.

When completing enough drawings or when the instructor thinks you have enough experience in the simpler drawings, you are then assigned more difficult drawings such as shapes with circles or curves in them, complex three-dimensional shapes, and so on.

In drafting I students begin drawing the side views of geometric shapes given to them. They also learn dimensioning which is putting measurements on the figures that are drawn.

These drafting classes are an excellent way to learn drafting techniques and it opens a field into drafting, architecture, and enginering.

In drafting adv. you are able to work on objects such as certain tools, objects used in architecture, parts of airplanes, and designing house plans.

Drafting I is a prominate way of learning the basic skills of drafting. The instructor, Mr. Schriber, who also teaches the drafting advanced class teaches his students how to draw basic geometric shapes. The students work their way up to drawing more complex shapes that involve more skills that the students learn.

HOME ECONOMICS

Interested in cooking or sewing as well as consumerism? Well, the Home Economic Department at El Cerrito High School offers just that. Both of the classes offered, Foods and Sewing, are based on both written work and hands on experience, requiring no prerequisites.

FOODS

In Foods, students learn cooking skills and consumer education. Consumererism and nutrition are stressed in consumer education. Students are taught how to shop and about the four basic food groups. Cooking skills are taught during the weekly cooking lab, where the experiments with food are done.

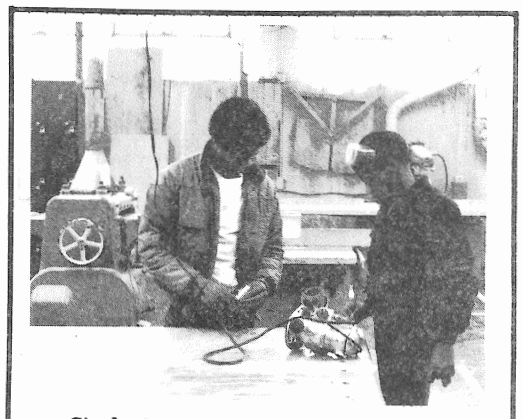
CLOTHING

Clothing teaches students valuable sewing and consumer buying skills. In clothing, just like in foods, shopping skills are greatly stressed. Students learn about equipment while they work at their own pace doing lab work. The class, which is based on lab work, is different from the Jr. High class because students are allowed to choose their own projects rather than having a whole class do the same thing.

AUTOSHOP

Have you ever wondered how a car works? If so, you should consider taking an Auto class at ECHS. Auto 1 provides beginners with the basic fundamentals of the automobile and its repair. Consumer education and preventive maintenance will be stressed. An instructor's approval may be needed.

For the advanced auto student, those who received a C or better in Auto 1 or the approval of the instructor, there is Auto 2. This class deals with advanced automotive theory. Electrical theory and troubleshooting are stressed.



Students troubleshoot their invention in Autoshop

DRIVER'S EDUCATION

Two of the more practical courses offered at EC are driver's education and training. Driver's education deals with the theory of driving, emphasizing the safety and common sense aspects of driving. After completing the course, students not only should be able to pass the vehicle code test, but will obtain an understanding of the importance of driving safely without the added danger of mind-altering stimulants.

DRIVER'S TRAINING

On the other hand, driver's training is the actual behind the wheel instruction and preparation for the driving test. In this class, students learn how to handle emergencies and develop safe driving habits at an early age. In order to take driver's training, one must successfully complete driver's education.

# Business

Once again El Cerrito High plans to have a strong business department during the 1986-87 school year. Business teacher Mrs. Brinkley stresses that "all business classes are important for the student," and El Cerrito offers many different classes.

## Typing

The class with the highest enrollment and perhaps the most important for all students to take is Typing. Offered to all students, the class teaches keyboard control, typing form and how to type personal manuscripts. Typing is especially important for students planning to attend college and for everyone in todays computer-growing society. Brinkley states that the hoal of Typing 1 is for the student to reach 45 words per minute on a 5 minute writing. Typing 1a is also offered, it is designed to condense most of Typing 1 in a single symester and is usually taken with computer literacy.

Typing 2 is a continuation of Typing 1 for students mainly interested in a vocational career. The goal is for the student to reach 60 words per minute by the end of this 2nd year.

## Data Processing

Data Processing is offered to 11th and 12th grade students who have passed Typing 1. The class teaches the student a variety of skills including use of dictaphone, 10 key adding machine, keypunch machine and shorthand speed development is provided.

## Business Law

Business Law is a semester course for students in grades 10-12. It applies common law to everyday life. After an introduction to basic law, rights and the court system, you will get a background to law as it applies to business dealings.

## Record Keeping

With the main cause of divorce in America today being financial difficulties the class called Record Keeping is extremely important. Brinkley states that "it is important to ease some of our financial difficulties in the home by learning to handle our personal financial transactions more effectively." Record Keeping is offered to all students and deals with the keeping of basic business records.

## Stenography

Stenography is a course which has not been offered in several years but if enough students enroll it will be a class next year. The class teaches theory and practice of shorthand. It is needed for most high paying secretarial jobs and is useful for note taking in college.

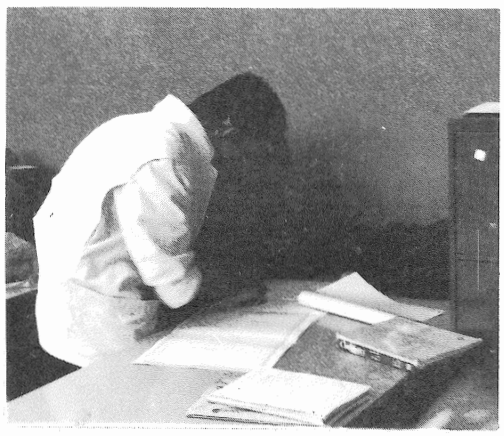
## Office Worker

Being an office worker is not as easy as it may seem. Office workers are key factors in the smooth operation of each school day. Excellent attendance, responsibility, and a good character are essential for this position. Also, "It's a great opportunity to meet people", says new student/office worker, Michelle Royston. "It's fun. It offers good clerical. And there's never a dull moment!", confirmed sophomore Rolanda Anderson.

CONTINUED NEXT COLUMN

## Business English

Are you interested in going into the business world? If so and you are going to be in grades 11 or 12, Business English is the class for you. Business has a language of its own and Business English teaches you this language. It also emphasizes punctuality, spelling and other communications applied to the business world. Business English fulfills part of the English requirement for graduation.



Accounting students study.

## Library Aide

Don't you hate it when the library gives you a charge slip you don't deserve? Well, why not work within the system to straighten it out, and at the same time gain clerical experience in checking books, keeping records, and typing. If you're a bibliophile, library aid is definately the job for you.

## Teacher Aide

Have you ever wanted to experience a classroom from the teacher's point of view? Senior, Beatrice Cozzi did, and she loves it, stating, "I learn a lot every day. It's fun because I'm not just sitting around correcting papers, I'm typing, keeping records, and helping students in class." Excellent attendance, good grades, and a teacher recommendation are all necessary to be a teacher's aid.

## Business Math

Business Math is a class for students grades 9-12 somewhere between Math 1 and Algebra 1. The class takes basic mathematic skills and applies them to the world of business. It covers the use of a checking account, income from wages and commissions, borrowing money, savings accounts, insurance and various types of taxes. One student said, "This class is really fun and I'm learning a lot." Business Math fulfills part of the mathematics requirement for graduation.

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# Career Development Center

Career Developement Center, better know as CDC is available to 11th and 12th graders with a C average or better. CDC was developed by the Richmond Unified School District for the career oriented student.

Students attending the CDC program take half a day of school at El Cerrito High and are then bussed to Richmond High by the CDC bus for the remainder of the school day (3 periods). morning and afternoon classes are available and for studenys with full schedules a late course has been developed where classes begin at 3:35 and end at 6:00.

Students may gain 15 credits for taking classes in any of the following fields: Accounting Clerk, Auto Specialist, Banking Occupations, Child care Training, Computer programming trainee, Food Service / Restuarant Occupations, Horticulture/Nursery Occupations, Industrial Electeronics, Industrial Main Mechanic, Legal/Medical Secretary, Office Practice/General Office Skills, Nurse Assistant, Process Plant Operator, Building Services, Telecommunications and Word Processing. Some classes even offer on-the-job training.

If you are interested in the Career Development Center have a talk with your counselor and parents to decide what's best for you.

# Work Experience

Each year approximately 25 to 45 juniors and seniors choose to take Work Experience. Through this special course the students learn on-the-job skills and the responsililities of work.

The Work Experience class requires that the student find his or her own job and have been employed there for at least two weeks. Students must also have good attendance and good grades. A four-way contract must signed by the student, parents, employer and the Work Experience Office. This contract enables the student to take 4 of his or her required classes and work at their part-time job for the remainder of the school day and gain credits for it. Five to ten elective credits may be gained per semester depending upon how many hours are put in each week. Altogether the course is worth 100 credits.

At the end of each week students must turn in a weekly time sheet as well as attend related instruction seminars on Mondays at lunch.

Work Experience enables students to learn on-the-job skills, responsibility at work, getting along with employers and understanding Social Security and financial credits. If you're interested in Work Experience visit the Work Experience Office in the main hall.

# SPORTS

## Lady hoopsters swat the Yellowjackets

by Robby Momono

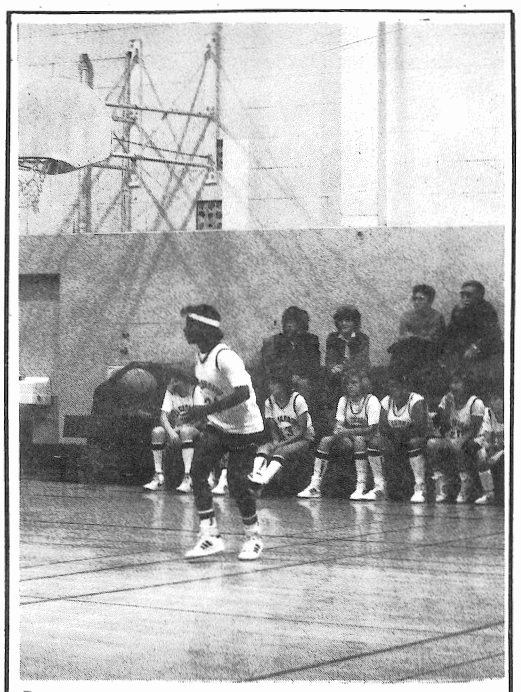
The El Cerrito women's basketball team continued its defense of the RBAL title by exterminating the Berkeley Yellowjackets 49-41.

The two teams took a little while to get on track as the first quarter ended with Berkeley leading 8-6.

In the second quarter, the Yellowjackets got as much as a 12-6 lead but EC's Lauren Strickland scored four of her game high 16 points and Linda Schultz also had a bucket to tie the game at 12-12. Berkeley's Denise Dotson made an outside shot giving the Yellowjackets a 14-12 lead. This would be the last time that Berkeley would see the lead as Gaucho center Janet Schultz scored a three point play giving EC a 15-14 advantage with 4:47 before halftime. The Gauchos then ran off an 11-5 scoring surge taking a 26-19 lead into the intermission.

The Gauchos were held scoreless and committed five turnovers for 4:15 into the third quarter before Stickland scored on a three point play. EC built up its biggest lead of the night, 44-30 after Strickland hit two free throws with 4:52 left in the game.

CONTINUED NEXT COLUMN



Lauren Strickland dribbles up court while the bench intensly watches her.

Behind Strickland in scoring for EC was Linda Schultz with 14 points while Berkeley was led by Nanette Donegan with 12 points and Nina Andres had 11.

The win boosted the #9 ranked Gauchos to 4-0 in league and 14-5 overall while Berkeley dropped to 2-2 in the RBAL and 4-13 overall.

GAUCHO NOTES:

The women's basketball team started league play by crushing the Kennedy Eagles 59-43. The Gauchos got off to a quick start and led 13-5 at the end of the first quarter. By halftime EC held a 29-19 lead. Linda Schultz took all scoring honors with 26 points and Lisa Nakamura contributed with 12.

At Pinole, Linda Schultz once again took charge for EC as the Gauchos coasted by the Spartans 61-51. Schultz had a team leading 22 points and Nakamura had 10 but Pinole's Lisa Harris was the game's high scorer with 23 points.

EC rolled by league opponent De Anza for a 55-42 win. The lady hoopsters held a 27-20 halftime lead and a solid third quarter gave the Gauchos a 40-28 lead going into the final period. EC was led by Linda Schultz with a game high 18 points and twin sister Janet scored 12.

## Gauchos shoot down Jets

by Robby Momono

The El Cerrito wrestling team extended its league record to 2-0 by upsetting the Encinal Jets 34-25.

It took the entire 13 matches to decide who would win this battle. The Gauchos held a slim 28-25 lead going into the heavyweight showdown. EC's Shawn Garrett then pinned Ricardo Orantes in the first round giving the Gauchos the victory.

Encinal jumped into the early lead getting wins in the 100 and 107 pound weight classes. EC'S C.J. Belcher then registered the first pin of the day in a mere 36 seconds. The Belcher pin of Greg Matanaran shrunk the Jets lead to 7-6. But Encinal boosted its lead to 10-6 as Beto Jimenez won an 11-7 decision over EC's Josh Sofaer in the 121's. The Gauchos then turned it around by winning the next four matches. EC sophomore Brian John started it off by winning a 3-2 match at the 128 spot against Eric Bustos. EC senior Bryan Singleton then won a 4-0 in the 134's as the Gauchos took a 12-10 lead. At 140, Kevin Mukai continued the EC surge by downing Willie Papa 13-2 and EC led 16-10. Gaucho senior Josh Green then pinned Serge Dominguez in the 147 pound match giving EC a 22-10 advantage.

CONTINUED NEXT COLUMN

The Jets mounted a comeback of their own in the next two matches. Dan Thaxton beat Gaucho Terry Champion 6-2 at 156 and Jesse Tatalatasi pinned EC's Derik Calhoun in the 167 pound match. The Encinal wins cut EC's lead to 22-19. Gaucho senior Robert Douglas stopped the streak by pinning Derrick Henderson at 177 but Encinal's Roger Lloyd responded by pinning EC's Josanee Goree setting up Garrett's climactic win.

## Gauchos edge the Spartans

by Robby Momono

The men's basketball team won its first league game as senior Brent Daniels sank a pressure packed free throw with :02 remaining in the game to defeat the hosting Pinole Valley Spartans 43-42.

Daniels was fouled by Pinole's Billy Boyle as he launched a long jumper. After missing the first free throw, Daniels ignored the loud Spartan crowd and calmly sank the go-ahead shot. On Pinole's inbound pass, Donald Kenney shot from near half court and scared several EC fans as the ball bounded off the rim at the buzzer.

It seemed that the Gauchos might fade in the stretch but the EC press successfully forced Spartan turnovers. EC held a 37-32 lead after junior Roger Tsuramoto buried a long jumper but then Pinole began to turn it around.

CONTINUED NEXT COLUMN

The Spartans outscored EC 10-0 and assumed a 42-37 lead with 2:22 on the clock. The Gauchos immediately began pressing and Daniels cut Pinole's lead to 42-38 after hitting a free throw. Raymond Ford then drove and hit a jumper in the lane closing it to 42-40 Pinole. The press then forced a Spartan turnover and Ford busted a jumper to tie the game at 42-42 with 1:03 left in the game. On Pinole's next possession, the shot failed and EC got the rebound and called timeout with :12 on the clock. The Gauchos then set up the play leading to Daniels' game winning free throw.

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# Arts and Crafts

Interested in drawing, painting, or crafts? Then maybe you should check out the arts department. there are five art classes and two crafts classes. Mr. Fink, head of the art department, teaches the art classes and Mrs. Barnard instructs the crafts classes.

In the art classes, the students primarily paint and draw. The students learn to develop their technique and style of artwork. They learn types of art such as realistic and abstract, but they are also allowed to do creative and original work. If a student is an exceptionally decent artist, he can choose to to take "special art", an advanced art class.

The art students often gain recognition through their work in art class. Often their artwork is displayed in the showcase of the main building. Art students also enter their work in art shows, such as the yearly school district art show, which will be held in April.Last year, Jennifer Cheung won several awards for her oustanding artwork. Twenty to thirty students will enter their work this year.

CONTINUED NEXT COLUMN

Mr. Fink, who taught at ECHS for 25 years, encourages students to participate in the art program. "This is our best year ever", Fink says, "Come and see for yourself what we do." The art class will be displaying their work at Open House, Some students enjoy art so much, they take it all four years at ECHS.

Through art and crafts classes, students learn valuable art skills and gain experience in a studio-like atmosphere. Anybody interested in art as a hobby may want to consider taking it as a class at ECHS.

If hand work seems more interesting, then try the crafts class. In crafts, students work on three dimensional type projects. They make mobiles, linoleum-block prints, and even jewelry. Crafts students also work with wood and clay. This class has a work shop atmosphere and is mainly hand work.

Artist Jennifer Cheung making the most of her talent and her time in art class.

# US HISTORY - AP

What exactly is advanced placement U.S. History? "It's a one semester course that reviews what was learned in American Experience 1, but with great emphasis on historical detail and also great emphasis on writing," as explained by Mr. Rossi, an A.P. U.S. history teacher. The class is developed to "prepare students to take the A.P. History test in May." "It's run like a college course with a lot of lectures, seminars, and outside reading," says Mr. Rossi. What makes this class harder than just a regular one? "The class is more difficult because the students are required to read and write a lot more. it promotes more independent study to produce independent thinkers that will be ready for college level work," explains Mr. Rossi.

# AMERICAN EXPERIENCE

Students discontent with memorizing seemingly useless dates and facts will find American Experience a welcome relief. American Experience is a 3 semester course in American history, organized around concepts rather than chronology.

The first 2 semesters are taken in the 11th grade. The emphasis in American Experience I is on American history from colonial times to the present. Students engage in seminars, extensive reading, essay writing, classroom discussions, and debates.

Debates, like the one between the North and the South over the Civil War, especially serve to enlighten the class.

One student commented on the debates, "They give you a chance to voice your opinion and find out what it was like in history, in the real debates."

As much as possible, different viewpoints on a topic are presented. This allows the student to formulate his or her own opinions on an issue. Both honors and regular levels are offered.

Unlike American Experience I, American Experience II is all one level. Students are placed in a class based on the social science elective they plan to take the following semester.


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